

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Motivation in Speaking English

###### a. The Definition of Motivation

Motivation is one of the important aspects that can support students' speaking English and enthusiastic that comes from teachers can help foster students' motivation in speaking English. Some definitions of motivation from the experts are: According to Harmer, motivation is some kind of internal drive which pushes someone to do things in order to achieve something<sup>1</sup>. Motivation is an essential to do things in order to achieve something<sup>2</sup>. Motivation is effort, desire, attitude toward learning<sup>3</sup>. Motivation is the willingness to exert high level of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need<sup>4</sup>. As proposed by Gardner in Anwar Rahman, the motivated individual is one who wants to achieve particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this

---

<sup>1</sup> Jeremy, Harmer. *The Practice of English Language Teaching*. Third Edition (London: Longman, 2007), p.51.

<sup>2</sup>Jeremy, Harmer. Op.Cit.,p.98

<sup>3</sup>Zoltan, Dornyei, *Teaching and Researching Motivation* (London: Pearson Education,, 2001), p.42.

<sup>4</sup>Anwar, Rahman, "The Correlation between Students' Motivation and Their English Speaking Ability at the First Year Students of SMA N 2 Bandar Lampung, *Bandar Lampung*" (Bandar Lampung: Unpublished thesis).

goal<sup>5</sup>. Motivation is one of the factors that influences people in successfully learning a language. In other word, if the motivation is higher, the result of learning will be better.

Motivation has been seen as a set of beliefs, thoughts, feelings that are turned into action<sup>6</sup>. Motivation is the key factor that influences the rate and success of the foreign language learning. Being motivated to learn a language is the first impetus since the motivation will bring the students to feelings of enjoyment, challange to success in learning the language.

According to Brophy in Meece, there are some behavioral indicators of highly motivation students:<sup>7</sup>

1. Attendance and discipline  
At the most basic levels, students who are motivated attend class, pay attention, and are not disruptive.
2. Participation and completion of work  
Students who are motivated begin assignment with little prompting, follow direction, participate in classroom discussion, and complete task on time.
3. Task persistence and acceptance of errors  
How long students stays with a task, especially a difficult one, is an important indicator of motivation.  
Highly motivation students persist and try different solutions before seeking help when they have difficulty with a task.
4. Quality of task involvement  
Students can either invest effort in learning or find shortcuts to get the task done without expending a great deal of effort. The amount and quality of effort students expend on learning tasks is an important indicator of motivation.  
Highly motivated students are willing to invest effort and to use skills they have acquired.

---

<sup>5</sup>Anwar Rahman. Ibid. p.2

<sup>6</sup> Brewster, Jean et al, *The Primary English Teacher's guide*. New Edition (Essex: Penguin Press, 2003), p.218.

<sup>7</sup>Judith Meece, and Wendy McColskey., *Improving Students Motivation: A Guide for Teachers and School Improvement Teams*, Third Printing (Greensboro: University of North Carolina, 2001), p.4-5.

5. Independent learning

Students who are willing to learn more than is required are reluctant to stop working on a task, even when it is time to move on to something new. They also may bring in materials from home, complete work that is not acquired, or ask questions to learn more about a topic.

6. Interest and Liking

Highly motivated students enjoy learning, show enthusiasm and take pride in their work. Think about a classroom or school you are familiar with, and estimate the percentage of students who persist on difficult tasks or material, enjoy coming to school, sometimes engage in learning activities that go beyond course requirements.

From all of the statements above, the writer agrees that motivation means positive impulse towards the language learning in order to attain the goal of foreign language.

## **b. Types of Motivation**

According to Lumsden in T. Lile, there are two general types of motivation<sup>8</sup>:

1) Intrinsic Motivation

It is motivation from within the student. An intrinsically motivated student studies because he/she wants to study. The material is interesting, challenging, and rewarding, and the student receives some kind of satisfaction from learning.

2) Extrinsic Motivation

It refers to doing something because it leads to a separable outcome.

An extrinsically motivated student studies and learns for other

---

<sup>8</sup>William, T.Lile. Motivation in the ESL Classroom. *The Internet ESL Journal*, Vol.VIII, No.1, January 2002, available on <http://iteslj.org/Techniques/Lile-Motivation.html>

reasons, such a student performs in order to receive a reward, like graduating or passing a test, etc.

According to Harmer, extrinsic motivation is caused by any number of outside factors such as the need to pass an exam, the hope of financial reward, or etc while intrinsic motivation comes from within the individual<sup>9</sup>. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Intrinsic motivation is especially important for encouraging success. The chances of success will be greatly enhanced if the students come to love the learning process<sup>10</sup>. Intrinsic and extrinsic motivation are both used in the classroom learning. Extrinsic and Intrinsic motivation can be demonstrated by an effective teacher to encourage students to be more confident and independent, and in a long term, to become intrinsically motivated.

### **c. Sources of Motivation**

There are several sources motivation that can affect and influence the students in learning process, They are :

1. The society we live in
2. Significant others : apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influenced of people who are close to them. The attitude of

---

<sup>9</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (London: Longman, 2007), p.51.

<sup>10</sup> Jeremy Harmer. *Ibid*, p.51.

parents and older brother or sister will be crucial. The attitude of the students' peers is also crucial. If they are critical of the subject or activity, the students' own motivation may suffer. If they are enthusiastic learners, however, they may take the students along with them.

3. The teacher : clearly a major factor in the continuance of students' motivation is the teacher. The teacher's attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning is a prerequisite for a positive classroom atmosphere.
4. The Method : It is crucial for both teacher and students that have some confidence in the way teaching and learning take place. If both are comfortable with the method being used, success is much more likely.

**d. Three Areas can Directly Influence Students' Continuing Participation**

1. Goal and goal setting : motivation is related to a person's desire to achieve goal. Therefore, the teacher can help students in the achievement of goal (long or short term goal). This will have a significant effect on their motivation.
2. Learning environment : It talks about physical appearance and the emotional atmosphere during learning process. Both of these can have a powerful effect on the initial and continuing motivation of

students. When students walk into an attractive classroom in the beginning, it may help to get their motivation for the process going while if they come to an unattractive place motivation may not be initiated in this way.

3. Interesting classes : It is clear the students need to be interested both in the subject they are studying and in the activities and topics they are presented with. The teacher needs to provide the students with variety of subjects and exercise to keep students' engaged.

**e. The Factors Influencing Students' Motivation in Speaking English**

Some important factors that affect students' motivation<sup>11</sup>:

**a. Home support and friends**

The attitude of family and friends can have a big affect on child's motivation. If their parents and friends encourage them to learn, they are more likely to be positive about learning. Support from home is an important part for students' motivation to learn a foreign language.

**b. Transfer ability**

The students who can see how to transfer what they learn into other situations are more likely to have higher motivation than those who do not seek out and recognize opportunities to use the new knowledge they learnt.

---

<sup>11</sup> Stipek, D. Motivation to Learn: *From Theory to Practice* (Englewood Cliffs, NJ: Prentice Hall, 1988), p.20

c. Self perception

To motivate students to learn actively, it is important that they perceive themselves as being successful. The strength of motivation in a particular situation is determined by expectation and the value of that success.

d. Absence of intrinsic reward

Intrinsic motivation is promoted by the sense of accomplishment obtained from struggling with something that is a bit difficult at first. Rewards tend to encourage children to learn in order to get the rewards, not to achieve internal goals. It means that rewards may have an adverse effect on motivation

e. Evaluation and threats

If children expect to be evaluated, feel threatened, or feel they are being watched and checked up on, it is likely that they will study for the sake of the evaluation, to avoid the punishment, or to satisfy the adult watching them and will lose some inner motivation to learn.

f. Social Identity (Peer group)

Students tend to be heavily influenced by their peer groups. In working with students, it is important to keep these peer influences in mind and to foster a positive image for proficiency in a foreign

language. The interaction with peers that the students enjoy so much becomes a part of learning process.

g. Learning Environment

In order for the students to be motivated, the learning environment needs to be free from anxiety; the students should not feel threatened or intimidated. In order for him/her to speak, students need to feel that she/he will be heard and that what she/he is saying is worth hearing.

## 2. The Nature of Speaking

Speaking as a technical term to refer to one of the various skills that language learners should develop and have.<sup>12</sup> Speaking is one of the four language skills that should be mastered by English speaker; it is one of two kinds of productive skill; it is a crucial part of the language learning process, and it is also important to remember that speaking is a part of the shared social activity of talking.

There are many reasons that make speaking activity become a measure of the students' success in learning a foreign language. According to Harmer, there are three reasons the English should be practiced. They are:<sup>13</sup>

- a. Speaking activities give the students many chances or opportunities to use English in real situation,

---

<sup>12</sup>Sari Luoma. *Ibid.* p.20.

<sup>13</sup>Jeremy Harmer. *How to Teach Speaking: An Introduction to the Practice of English Language Teaching*. (Cambridge: Longman,1998).p.87.



- b. Speaking tasks can give chances to the students to use grammar or what they learnt before in real speaking, and
- c. More speaking activities make the students able to use English fluently and automatically.

Based on the definitions of speaking above, the writer can summarize that speaking is a capability to use language, a skill to share someone's ideas, information, suggestion and feeling to another people in oral form.

### **3. The Nature of Role Play**

#### **a. The Definition of Role Play**

Role play is a like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation<sup>14</sup>. It is very important in the communicative approach because it gives students an opportunity to practice communicating in different social contexts and different social roles<sup>15</sup>. Role play helps students to improve their listening, speaking and overall communicative skill<sup>16</sup>. It is a role and play a part in a specific situation<sup>17</sup>. Role play is a method of acting out particular ways of behaving or pretending to be other people who deal with different condition and situations.

---

<sup>14</sup>Richard, J.C. *Op.Cit*, p.397.

<sup>15</sup>Irene Y. Huang. Role Play for ESL/EFL Children in English Classroom. *The Internet TESL Journal* (Taiwan: National Cheng Chi University, 2007), p.1

<sup>16</sup>Irene Y. Huang. *Ibid.*,p.1

<sup>17</sup>Junko Haruyama, *Ibid*, p.32.

Role Play is excellent activities for speaking in the relatively safe environment of the classroom<sup>18</sup>. In a role play, students are given particular roles in the target language and give students practice speaking the target language before they must do so in a real environment. It helps the individual to become more flexible and develop a sense of mastery in many situation<sup>19</sup>. It is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom and which increase motivation<sup>20</sup>. Role play is an appropriate technique to improve communicative skill of students and increase their motivation through play a part in a specific situation.

According to Brown, Role play minimally involves (a) giving a role to one or more members of a group and (b) assigning objective or purpose that participants must accomplish<sup>21</sup>. He suggested role play can be conducted with a single person, in a pairs or in a group, with each person assigned a role to accomplish an objective. Role play makes a students can enjoy and profit from a role play experience.

By using Role play students can :

- 1) Develop a sense of mastery in many situation,
- 2) Improve their speaking and overall communicative skill,

---

<sup>18</sup> David, Nunan. *Op.Cit*, p.57

<sup>19</sup>Irene Y.Huang. Role Play for ESL/EFL Children in English Classroom. *The Internet TESL Journal* (Taiwan: National Cheng Chi University, 2007), p.2

<sup>20</sup>Ladousse, G.P. Role Play. *The Internet TESL Journal*. (Taiwan: Taiwan National Cheng Chi University, 2008). p.7.

<sup>21</sup>Brown, H.D. Principles of Language Learning and Teaching. *The Internet TESL Journal*. (Taiwan: Taiwan National Cheng Chi University, 2008). p.183.

- 3) Express their creativity and develop their imaginations,
- 4) Develop social skills, to cooperate with their peers, to interact with others and generally to improve their language development, and
- 5) Students can receive and share responsibility one another.

#### **b. The Benefits of Using Role Play**

Role play as a teaching strategy offers several benefits for students<sup>22</sup>:

- 1) Students' motivation increasing,
- 2) Students' imagination development,
- 3) Students have fun,
- 4) Students become as an active students. The result of involvement is increased learning,
- 5) It increased social awareness, independent thinking, and verbalization of opinion,
- 6) It teaches empathy and understanding of different perspective,
- 7) It enhances communication, improves interpersonal skill, and also improves communication skill, and
- 8) Students can express who they are, their sense of humor, and their own personal communication style.

---

<sup>22</sup>Irene Y. Huang. Role Play for ESL/EFL Children in English Classroom. *The Internet TESL Journal* (Taiwan: National Cheng Chi University, 2007), p.1-2

### c. The Characteristics Role play<sup>23</sup>:

1. It provides opportunities to practice strategies for opening, developing, and terminating conversational encounters.
2. It requires learners to develop meanings collaboratively.
3. It necessitates the use of turn-taking rules.
4. It practices use of conversational routines and expressions.
5. It involves learners in different kinds of roles, necessitating use of different styles of speaking.
6. It requires negotiated completion of tasks.
7. It involves information sharing.
8. It focuses on comprehensible and meaningful input and output.
9. It requires a high degree of learner participation.

### d. The Procedures of Role Play

Susan House in Ayu Diah explained that there are several procedures in using role play<sup>24</sup>:

- a. Students read and familiarize themselves with the dialogue.
- b. Divide the class in pairs, A and B, give A and B roles from the dialogues.
- c. Let students act out their role play, not just say them but students should read it loudly.
- d. Walk around correcting and checking.
- e. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

Procedures of unscripted role play which is adapted from Adrian Doff in Ayu Diah are as follows<sup>25</sup> :

One student has lost a bag.  
He/she is at the police station.  
The other student is the police officer, and asks for details.  
To bring out this idea,

---

<sup>23</sup>Xu Liu. Arousing the College Students' Motivation in Speaking English through Role Play. *International Education Studies Journal* vol.3 (2010), p.138.

<sup>24</sup>Ayu Diah, "The Use of Role Play in Teaching Speaking for the Students of the ninth grade in Islamic Junior High School Soebono Mantofani Jombang Ciputat, Jakarta" (Jakarta: Unpublished, 2007), p.19.

<sup>25</sup>Ayu Diah, *Op.Cit*, p.18.

1. The teacher could prepare the whole class, by:
  - a) Discussing what the speakers might say (e.g. the police officer would ask the students how he or she lost the bag).
  - b) Writing prompts on the board to guide the role play, and any key vocabulary.
2. The teacher could divide the class into pairs, and:
  - a) Let them discuss together what they may say.
  - b) Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class. The above procedures do not mean an exact to be used. It is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class

According to Y. Huang, the procedures of Role play are:<sup>26</sup>

- 1) Decide on the teaching materials that will be used for role play activities.
- 2) Select situation and create dialogs by the teaching materials or the teacher or created by the students themselves.
- 3) The teacher teaches the vocabulary, sentences, and dialogs necessary for the role play situations.
- 4) Ask student to practice the role plays in pairs or in small group.
- 5) Have students modify the situations and dialogs.
- 6) Evaluate and Check students' comprehension.

From the procedures above, the writer used procedure that come from Y. Huang which are suitable and appropriate for students. It includes to unscripted role play. So, the students do not depend on textbook. It is a free role play. Students have to decide what language

---

<sup>26</sup> Irene Y. Huang. Role Play for ESL/EFL Children in English Classroom. *The Internet TESL Journal* (Taiwan: National Cheng Chi University, 2007), p.2.

to use and how the conversation should develop. For this activity, good preparation from teacher and students is really necessary.

**e. The Relationship between Role Play and Motivation in Speaking English**

Role play refers to speaking activities which improves communication skills, promotes interaction, and increases motivation. According to Ladousse, Role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation<sup>27</sup>. According to Feng in Lin Shen and Jitpana Suwanthep, Role Play increases students interest in learning English, and it also increases students' motivation in speaking activities<sup>28</sup>. Role plays, drama activities, games, simulations, and structured communication exercises can increase learners' confidence in their oral communication skill.<sup>29</sup>

Based on the definitions from the experts, the writer concludes that Role play can increase students' motivation in Speaking English.

---

<sup>27</sup>Ladousse, G.P. *Role Play* (Oxford: Oxford University Press, 2004), p.7.

<sup>28</sup>Lin Shen and Jitpanat Suwanthep, "E-Learning Constructive Role Plays for EFL Learners in China's Tertiary Education," *Asian EFL Journal* 54 (2011): 7.

<sup>29</sup>Rebecca L. Oxford, *Language Learning Strategies* (New York: Newbury House Publisher, 1990), p.77.

## B. The Relevant Research

This research has relevance with other researches. A research from Anwar Rahman in 2012<sup>30</sup>, he conducted the research entitled “The Correlation between Students’ Motivation and Their English Speaking Ability.” This research was aimed at investigating the correlation between students’ motivation and their English speaking ability. The research sample consisted thirty-six of first year students at SMA N 2 Bandar Lampung that were randomly selected by using lottery. Students’ motivation scores were calculated by using four-Likert-scale questions, and their speaking ability was tested by using transactional speaking test. The result of motivation questionnaire scores showed that most of the students had good motivation and for English speaking test scores showed that the students had good ability in speaking English.

In 2007, Ayu Diah<sup>31</sup> conducted the research entitled “Using Role Play in Teaching Speaking”. She used pre-experimental method by using one group pre-test and post-test design. This research was designed to know whether the scores of speaking taught by using role play were better or not by comparing the students scores before and after being taught by using role play technique. She collected data by using oral test and analyzed the data by using statistic calculation of T-test formula with significance level of 5% and 1%. She choses IX.1 class with 30 students as the sample to observe by using cluster

---

<sup>30</sup>Anwar Rahman, “The Correlation between Students’ Motivation and Their English Speaking Ability at the First Year Students of SMA N 2 Bandar Lampung, *Bandar Lampung*” (Bandar Lampung: Unpublished thesis),

<sup>31</sup>Ayu Diah, *Op.Cit*, p.21-27.

random sampling. The research finding was students score of speaking taught by using role play was better. This result has answered the research question that the use of role play in teaching speaking was quite effective.

Based on the relevant researches above, the writer conducted a research entitled “The Effect of Using Role play towards Motivation in Speaking English of the Eleven Grade Students at Senior High School 3 Pekanbaru” because it was never investigated by any previous researchers.

### **C. The Operational Concept**

Operational concept is necessary to clarify briefly the variables used in this research. There are two variables in this research, they are independent or X variable in which the group is an variable since it is a nominal data, while the students' motivation in Speaking English is variable Y.

1. The indicator of variable X (The Procedure of Using Role pay) are:
  - a. The teacher decides on the teaching materials that will be used for role play activities.
  - b. The teacher asks students to select situation and create dialogs by the teaching materials or the teacher or created by the students themselves.
  - c. The teacher teaches the vocabulary, sentences, and dialogs necessary for the role play situations.
  - d. The teacher asks students to practice the role plays in pairs or in small group.
  - e. The teacher gives chance to the students to modify the situations and dialogs.



- f. The teacher evaluates and checks students' comprehension.
2. The Indicator of variable Y (the student's motivation in speaking English) are:
- a. The students' participation in classroom discussions.
  - b. The students' activeness in the class during learning speaking process.
  - c. The students' feeling toward speaking English.
  - d. The students' interest during speaking English process .
  - e. The students' willingness to invest effort and to use the skills they have acquired.
  - f. The students' attention during speaking English class.
  - g. The students' self-confidence in English conversation.
  - h. The students' preparation of the material for speaking subject.
  - i. The students' participation in playing drama during speaking English process.
  - j. The students' attitudes toward speaking English.

#### **D. The Assumption and Hypotheses**

##### **1. The Assumption**

In this research, the writer assumes that:

- a. Students' motivation in speaking English is various.
- b. The better Using Role Play in teaching speaking, the better students' motivation will be.

##### **2. The Hypotheses**

- a. Based on the assumption above, hypothesis for this research can be formulated as follows:

The Null Hypotheses ( $H_0$ ) :

$H_0$  : There is no significant effect of using Role play towards students' motivation in speaking English of the Eleventh Grade at SMAN 3 Pekanbaru.

Alternative Hypotheses ( $H_a$ ) :

$H_a$  : There is a significant effect of using Role play towards students' motivation in speaking English of the Eleventh Grade at SMAN 3 Pekanbaru.